

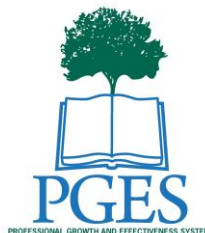


KENTUCKY

Principal Professional Growth and Effectiveness System

IMPLEMENTATION HANDBOOK

March 2016



ACKNOWLEDGEMENTS

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This handbook will serve as the Implementation Handbook for the Principal Professional Growth and Effectiveness System. This handbook has been developed following the 2012-13 Field Test and the 2013-14 Statewide Pilot. Feedback from the field during the Field Test and the Statewide Pilot has played an important role in the development of the PPGES. Use of this handbook will help Superintendents/Designees, Principals, Assistant Principals and others understand the expectations within PPGES. This handbook should serve as a resource and support to both those evaluating and being evaluated as part of the effectiveness system.

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The Principal Professional Growth and Effectiveness System (PPGES) was developed in collaboration with Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. The uniform performance standards used in this system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual principal initiative. The goal is to support the continuous growth and development of each principal by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Purposes and Characteristics

The primary purposes of the Principal Professional Growth and Effectiveness System are to:

- optimize student learning and growth;
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district;
- provide a basis for leadership improvement through productive principal performance appraisal and professional growth; and
- encourage collaboration between the principal and superintendent, and promote self-growth, leadership effectiveness, and improvement of overall job performance.ⁱ

This Growth and Effectiveness System includes the following distinguishing characteristics:

- benchmark behaviors to support each of the principal performance standards;
- a focus on the relationship between principal performance and improved student learning and growth;
- the use of multiple data sources for documenting performance, including opportunities for principals to present evidence of their own performance as well as student growth;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases principals' involvement in the evaluation process; and
- a support system for providing assistance when needed.ⁱⁱ

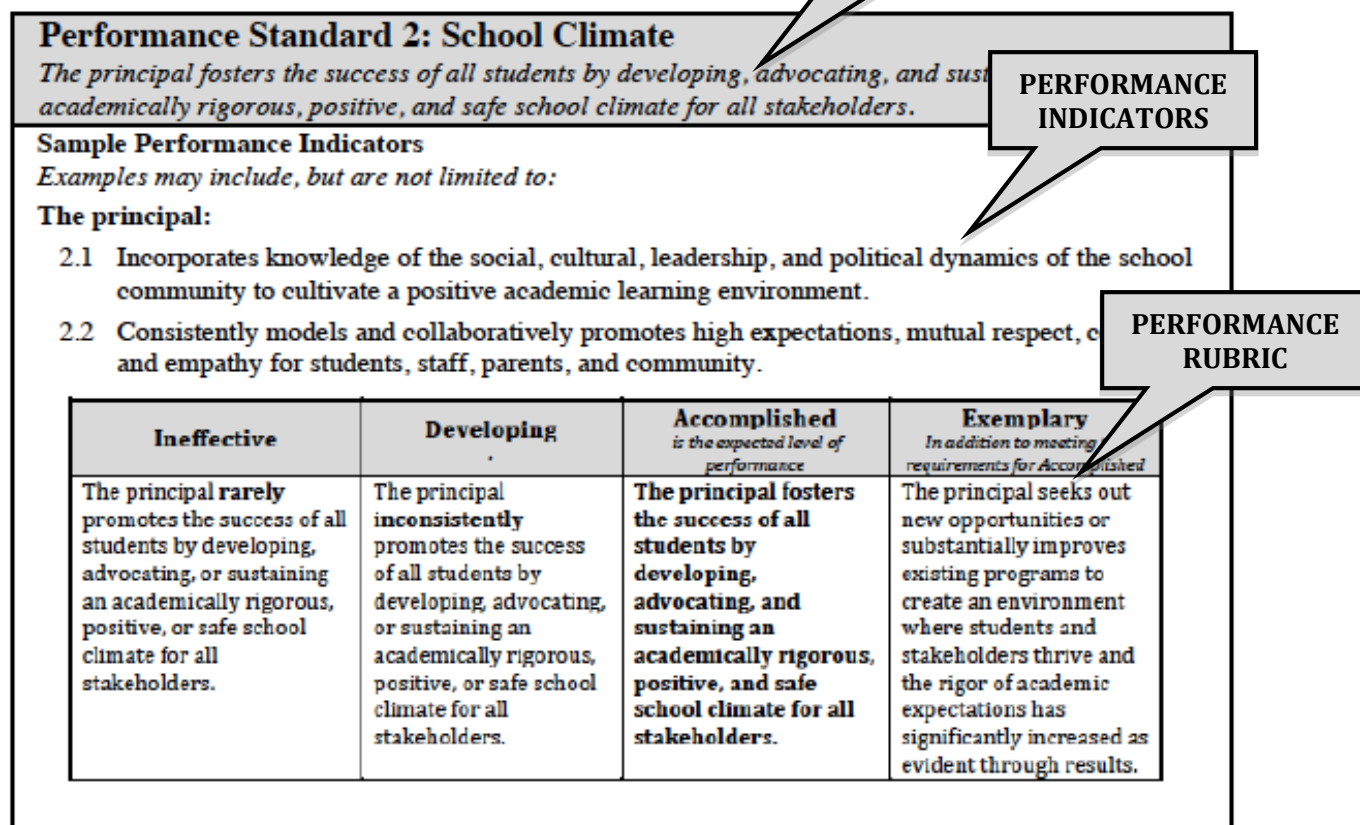
Standards

Clearly defined professional responsibilities for principals and assistant principals constitute the foundation for the Principal Professional Growth and Effectiveness System. Performance standards define the criteria expected when principals and assistant principals perform their major duties. For all principals and assistant principals, there are six performance standards (Figure 1) that guide the performance of the principal. The PPGES provides principals and assistant principals with an assessment of their performance on these standards as informed by Student Growth, Val-Ed and Working Conditions Growth Goals. Each source of evidence that comprises the effectiveness system is aligned to and anchored by these standards. The standards will serve to provide a portion of the summative rating of a principal/assistant principal in conjunction with student growth. The standards will also inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative, on-going assessments of the principal's and assistant principal are performance.

Figure 1: *Performance Standards*

| |
|--|
| 1. Instructional Leadership |
| The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement. |
| 2. School Climate |
| The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. |
| 3. Human Resources Management |
| The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel. |
| 4. Organizational Management |
| The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. |
| 5. Communication and Community Relations |
| The principal fosters the success of all students by communicating and collaborating effectively with stakeholders. |
| 6. Professionalism |
| The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession. |

Figure 2: Performance Standards, Indicators and Rubrics



The relationship between the standards, indicators and rubrics are depicted in Figure 2.

Performance Indicators

Performance indicators provide examples of observable, tangible behaviors that provide evidence of each standard. This helps principals/assistant principals and their superintendents clarify performance levels and job expectations. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Performance Rubrics

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the six performance standards. It states the measure of performance expected of principals and provides a general description of what a performance level entails. The performance rubrics guide superintendents and principals in assessing *how well* a standard is met. They will be used formatively throughout the process to guide conversations between the superintendent and principal/assistant principal about continuous improvement. They are provided to increase reliability among superintendents and to help principals/assistant principals focus on ways to enhance their leadership practices.

Definitions of Performance Levels

The rubric provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from *ineffective to exemplary*. The use of the scale enables superintendents/principals to acknowledge effective performance (i.e., *exemplary* and *accomplished*) and provides two levels of feedback for principals/assistant principals not meeting expectations (i.e., *developing* and *ineffective*). The definitions in Figure 3 offer general descriptions of the performance levels. *Note:* Principals/assistant principals are expected to perform at the *accomplished* level.

Figure 3: *Definitions of Terms used in Performance Levels*

| Cat. | Description | Definition |
|---------------------|---|---|
| Exemplary | The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary. | Exceptional performance: <ul style="list-style-type: none"> • sustains high performance • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate • serves as a role model to others |
| Accomplished | The principal meets the performance standard in a manner that is consistent with the school's mission and goals. | Proficient performance: <ul style="list-style-type: none"> • consistently meets the requirements contained in the job description • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills |
| Developing | The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the principal's performance is lacking in a particular area (i.e., needs improvement). The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals. | Below acceptable performance: <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than expected quality of student academic progress • requires principal professional growth be jointly identified and planned between the principal and superintendent |
| Ineffective | The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals. | Unacceptable performance: <ul style="list-style-type: none"> • does not meet the requirements contained in the job description • results in minimal student academic progress • may contribute to a recommendation for the employee not being considered for continued employment |

The alignment between the performance standards and the Interstate School Leaders Licensure Consortium (ISLCC) standards are shown in Figure 4.

Figure 4: *Performance Standard Alignment to ISLCC Standards*

| Kentucky Principal Professional Growth and Effectiveness System Performance Standards | Interstate School Leaders Licensure Consortium (ISLCC) |
|--|---|
| 1. Instructional Leadership | Standards 1, 2, 3, 4, 5 |
| 2. School Climate | Standards 2, 3 |
| 3. Human Resources Management | Standards 2, 3 |
| 4. Organizational Management | Standards 3, 6 |
| 5. Communication and Community Relations | Standards 4, 6 |
| 6. Professionalism | Standard 5 |

Sources of Evidence/Framework for Principal/Asst Principal Alignment

| Standards | | SOURCES OF EVIDENCE To Inform Professional Practice | | | | | | |
|--------------------------------|--|--|---|--|--|--|--|--|
| | Instructional Leadership | School Climate | Human Resources Management | Organizational Management | Communication and Community Relations | Professionalism | | |
| | <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evolution of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i> | <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i> | <i>The principal fosters effective human resources management by assisting with selection and induction, evaluating, and retaining quality instructional and support personnel.</i> | <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i> | <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i> | <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i> | | |
| Site Visits | Observation: District Identified Evidence (conferences) | Observation | | District Identified Evidence (conferences) | | | | |
| Professional Growth | Professional Growth Planning and Self Reflection | | | | | | | |
| Self-Reflection | Instructional Leadership | School Climate | Human Resources Management | Organizational Management | Communication and Community Relations | Professionalism | | |
| Working Conditions Goal | TELL Kentucky & Other District Identified Feedback | | | | | | | |
| | Time: Professional Development; Instructional Practices & Support; School Leadership | Time: Managing Student Conduct | Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support | Facilities & Resources; Teacher Leadership; School Leadership | Community Support & Involvement | Time: PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support | | |
| Val-Ed360 Survey | Superintendent & Teacher Feedback | | | | | | | |
| | High Standards for Student Learning; Rigorous Curriculum; Quality Instruction | Culture of Learning & Professional Behavior | Quality Instruction; Performance Accountability | Quality Instruction | Culture of Learning & Professional Behavior; Connections to External Communities | Culture of Learning & Professional Behavior | | |

DOCUMENTING PERFORMANCE

The role of a principal requires a growth and effectiveness system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the principal’s work. The sources of information described in Figure 5 were selected to provide comprehensive and accurate feedback on principal performance. Clearly defined professional responsibilities for principals constitute the foundation for the Principal Professional Growth and Effectiveness System. Performance standards define the criteria expected when principals perform their major duties. For all principals, there are six performance standards (Figure 1) that guide the performance of the principal. The PPGES provides principals with an assessment of their performance on these standards as evidenced by Self-Reflection, Professional Growth Planning, Superintendent Site Visits, Val-Ed and Working Conditions Growth Goals. Each source that comprises the effectiveness system is aligned to and anchored by these standards. The standards will also inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative, on-going assessments of the principal’s performance.

Figure 5:

| Data Source | Definition |
|---------------------------------|---|
| Student Growth Goal/Plan | Principals, in conjunction with their superintendents, set goals for professional growth and school improvement. Student Growth Goals are inherited by the assistant principal(s). |
| Survey | Surveys provide information to principals about perceptions of job performance. Principals should use their reflection on the survey results to inform their professional growth plan. |
| Self-Reflection | Self-reflection is a critical self-examination of practice on a regular basis to deepen knowledge, expand repertoire of skills and incorporate findings to improve practice and should inform the development of the professional growth plan. |
| Professional Growth Goal/Plan | A plan, developed collaboratively with the superintendent or principal, to increase effectiveness from experiences that develop an educator’s skills, knowledge, expertise and other characteristics. |
| Observations/School Site Visits | Observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator. |
| Documentation | Artifacts created in the day-to-day work of running a school that can provide evidence of meeting the performance standards. |

Summative Decision Rules

A Principal/Assistant Principal is evaluated annually. Professional Practice is based on the evaluator's rating of the Principal/Assistant Principal using the Principal Performance Standards. Evidence from the multiple measures is used by the evaluator to determine a Professional Practice rating. Student growth, inherited by the assistant principal, is based on a three year rolling average of growth on both the state and local contribution. Once the two ratings are determined by the evaluator, a summative category is achieved by using the following matrix.

| | | | |
|---|---|---|---|
| Exemplary | "Shall" have a minimum of a directed growth plan | "Shall" have a minimum of a self-directed growth plan | "Shall" have a minimum of a self-directed growth plan |
| Accomplished | | "Shall" have a minimum of a self-directed growth plan | |
| Developing | "Shall" have a minimum of a directed growth plan | | "Shall" have a minimum of a self-directed growth plan |
| Ineffective | "Shall" have a minimum of a Corrective Action Plan (Evaluator Directed) | | |
| Recommendation & Consideration | Low | Expected | High |

Goal Setting for Student Growth

One approach to linking student academic growth to principal performance involves building the capacity for principals and their superintendents to interpret and use student achievement data to set target goals for student and school improvement. Setting goals – not just any goals, but goals set squarely on measurable student performance – is a powerful way to enhance professional performance and, in turn, positively impact student academic growth.

Student Growth Goal Setting Process

Principals are responsible for setting two student growth goals. One goal will be based on a Kentucky Board of Education Goal/Next Generation Goal and will be considered State Contribution. The other goal will be based on school need and will be considered the Local Contribution. The second goal may parallel the first or be completely separate. One of the two goals must focus on the Gap population.

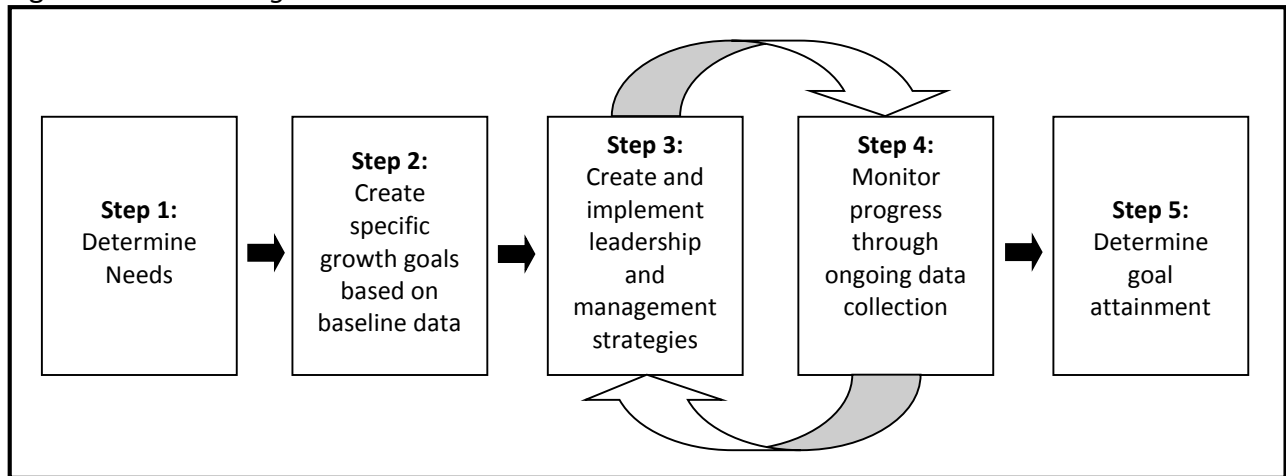
State Contribution

The superintendent and the principal will meet to discuss the trajectory for the State Contribution goal and to establish the year's goal/interim goal that will help reach the long-term trajectory target. Both the trajectory and interim goal are easily visible in the school report card. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement. This goal may focus on Gap population unless the Local Contribution will do so. Review of the district Certified Evaluation Plan will provide specific expectations for goal development and goal review and assessment. Goals should be reviewed at the beginning of the year, mid-year, and end of the year to determine progress.

Local Contribution

The superintendent and the principal will meet to discuss the development of a Local Contribution Student Growth Goal. This goal should be based on school need. It may parallel the State Contribution or it may be based on completely different needs within the school. Goal setting involves several steps, beginning with knowing where students are, as a whole, in relation to what is expected of them. Then, principals can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the principal creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, an evidence-based, summative judgment is made regarding goal attainment over a specific period of time. Note: established annual goals are never adjusted; only strategies to meet goals are adjusted. Figure 6 depicts these steps.

Figure 6: *Goal Setting Process*ⁱⁱⁱ



Developing Goals

Goals are developed early in the school year. However, data that is based on state testing may not be available as the year begins. As a result the Student Growth Goals that are based on state testing results will be lagged a year. The acronym SMART (Figure 7) is a useful way to self-assess a goal's feasibility and worth.

Figure 7: *Acronym for Developing Goals*

| | |
|--|---|
| S pecific: | The goal is focused. |
| M easurable: | An appropriate instrument/measure is selected to assess the goal. |
| A ppropriate: | The goal is within the principal's control to effect change. |
| R igorous, but R ealistic: | The goal is feasible for the principal and/or school. |
| T ime limited: | The goal is contained within a single school year. |

Principals complete a draft of their goals and schedule a meeting with their superintendents to look at the baseline data and discuss the proposed goal. Each year principals are responsible for submitting their goal to their superintendent. The specifics of this process are defined in each district's Certified Evaluation Plan.

Mid-Year Review of Goal

A mid-year review of progress toward the goal is held for all principals. Note: Annual goals are never changed; only strategies to meet the goals can be changed. The mid-year review should be held by the date defined in the district Certified Evaluation Plan. It is the superintendent's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

An end-of-year review of progress toward the goal is held for all principals. Anecdotal data can be reviewed. Some Student Growth data from the current year may not be available at the time of this review. Student Growth data for state contributions will be lagged a year in the same way attendance data is lagged in accountability. Data will be available near the beginning of the following schools year. A principal may find it beneficial to begin drafting the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised based on the data that will be available at the beginning of the next year. Student Growth data for the Local Contribution may be available at the time of the End-of-Year review. Formative data for both goals should have been collected/reviewed throughout the year and should be reviewed at the time of the End-of-Year review.

Surveys

Surveys are an important data collection tool used to gather client data regarding their perceptions of the principal's performance. Among the advantages of using a survey are the rapid turnaround in data collection and the ability to infer perceptions of a larger population from smaller groups of individuals.

One of the benefits of using surveys is that the collected information may help the principal set goals for continuous improvement (i.e., for formative evaluation) - in other words, to provide feedback directly to the principal for professional growth and development. Surveys also may be used to provide information to superintendents that may not be accurately obtained through other types of documentation.

During alternating years, the principal or the school working conditions will be surveyed using the *Vanderbilt Assessment of Leadership in Education (VAL-ED)* or *TELL Kentucky*, respectively. Principals may also administer additional surveys as they see fit.

Goal Setting for Working Conditions Growth from TELL KY Data

One approach to connect TELL Kentucky data to principal performance involves building the capacity for principals and their superintendents to interpret and use TELL KY data to set a target goal for Working Conditions improvement that connect to the Principal Performance Standards and impacts the working conditions within their building. Setting goals - not just any goals, but goals based on whole staff feedback - is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

Working Conditions Growth Goal Setting Process - Example

Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent TELL Kentucky Survey. The following steps may be completed using the ***Reflective Practice, Student Growth, TELL KY Working Conditions Growth and Professional Growth Planning Template*** which is available, along with other documents referenced below, at the PPGES webpage.

1. Principals, in collaboration with their superintendents, will review the results from the TELL Kentucky Survey. Principals are encouraged to utilize the TELL Kentucky tool provided by KLA in partnership with Battelle for Kids to focus on the questions most directly related to student learning.
2. Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results.
3. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. (Crosswalk available at above web site)
4. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.
5. A rubric will be completed, by the principal and superintendent that will set the goal target for Accomplished. The rubric will also establish what will constitute reaching

Exemplary. Likewise, it will identify what would be considered as Developing and Ineffective.

6. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.

Developing Goals

Goals are developed early in the school year. Data from the previous year's TELL KY Administration will be available to principals. This data will drive the development of the Working Conditions Growth Goal.

Principals will complete a draft of their goal and schedule a meeting with their superintendents to look at the baseline TELL data and discuss the proposed goal. Principals are responsible for submitting their goal to their superintendent based on the timeline in their district Certified Evaluation Plan in the year following the administration of the TELL Kentucky Survey.

Mid-Year Review of Goal

A mid-year review of progress toward the goal is held for all principals. Note: Annual goals are never changed; only strategies to meet the goals can be changed. The mid-year review should be held based on the timeline in their district Certified Evaluation Plan. It is the superintendent's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

An end-of-year review of progress toward the goal is held for all principals. Anecdotal data should be reviewed. Since this is a 2-year goal, this review will be considered a Mid-point review. It is recommended that the principal consider conducting a very simple survey of staff addressing only the target questions to determine the degree of success that is occurring.

VAL-ED - The Vanderbilt Assessment of Leadership in Education

The primary purpose of the Vanderbilt Assessment of Leadership in Education (VAL-ED) is to evaluate the leadership behaviors of a school principal. The assessment must be implemented with integrity and with a representative sample of educators who have had the opportunity to interact with the principal for at least two months.

The VAL-ED provides 360 degree feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) as well as key processes (the how).

The VAL-ED is a 360° assessment. It is intended to be taken by the principal, the principal's supervisor, and all teachers in the school. 360° assessments provide the best feedback to principals because they incorporate the input of all members of the school's professional community. All respondents respond to the same items about principal leadership behaviors. When the principal receives a report with the results of the assessment, the report allows the principal to compare his or her own ratings on each of the core components/key processes against the ratings given by teachers and supervisors. In this way, the principal can get informative feedback about the leadership behaviors in which he or she is excelling and the behaviors on which more work is needed.

Respondents:

The Val-Ed is designed to be completed by three groups of respondents: teachers, principals, and supervisors of principals. All individuals completing the instrument should know the principal and have worked with the principal in the same school for at least two months prior to completion of the instrument. If the principal has more than one supervisor, in this case all official supervisors of the principal may participate in the evaluation of the principal. Finally, the principal being evaluated conducts a self-evaluation. A 360 degree assessment is achieved when teachers, supervisors, and the principal are included in the rating of the principal.

Teacher Participation:

The Val-Ed is designed to have all teachers in a school rate the effectiveness of a principal. The goal should be that all teachers participate. When the response rate is below 50% of teachers there are concerns about the validity of the scores.

The 72-item Val-Ed requires 30-45 minutes to complete (after directions have been read). The process should guarantee anonymity of responses. An evaluation coordinator should be appointed and the principal should not be present when teachers are completing the Val-Ed.

Self-Reflection

Self-reflection (embedded throughout the system) is a process by which one may judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement.^{iv} By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.^v Self-reflection can help a principal to target areas for professional learning. Principals/assistant principals may document their self-reflection using the *Reflective Practice and Student Growth/Professional Growth Planning Template*.

Principals/assistant principals should follow all timelines set in their district Certified Evaluation Plan, and maintain ongoing reflection throughout the year to see if their strategies for improving performance are effective. As part of the self-reflection, principals should reflect on results from VAL-ED and/or TELL Kentucky surveys as well as additional data like student achievement data, nonacademic measures, superintendent feedback, etc. Principals share

their self-reflections with their superintendents as they collaboratively develop their individual student growth/professional growth plan. Assistant Principals share their self-reflections with their principals as they collaboratively develop their individual professional growth plan.

Professional Growth Plan

The purpose of a professional growth plan is to facilitate the translation of growth needs identified through self-reflection and other processes into practical activities and experiences that are of value to principals in strengthening their competencies in the identified growth need areas. The Professional Growth Plan, developed collaboratively with the superintendent/principal, should address realistic, focused, and measurable professional goals. The plan should connect data from multiple sources. (e.g. survey results, self-reflection on the standards, data on student growth and achievement, and professional growth needs). These goals should become the focus of professional growth activities, support, and on-going reflection. Principals/Assistant Principals may use the *Reflective Practice and Student Growth/Professional Growth Planning Template*. This process should be completed based on the district Certified Evaluation Plan timeline, reviewed at mid-year for any needed revision of strategies, and reviewed at the end of the year for professional goal accomplishment.

Observations/School Site Visits

Observations/school site visits applied in a variety of settings, provide information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others to observing programs and shadowing the administrator.

Site visits are a method by which superintendents may gain insight into whether principals are meeting the performance standards. Superintendents are encouraged to conduct multiple site visits to the principal's school. During a site visit, the superintendent should discuss various aspects of the job with the principal. This can take the form of a formal interview or a less structured discussion. Through questioning, the superintendent may help the principal reflect on his or her performance, which may provide insight into how the principal is addressing the standards. Such a discussion may also help the principal to think through the artifacts he or she might submit to the superintendent to demonstrate proficiency in each standard. In addition, superintendents can use the principal's responses to the questions to determine issues they would like to further explore with the principal's faculty and staff. Furthermore, it is recognized that in many cases it takes time to effect change in a school, and by having an honest, open discussion, the principal is provided with an opportunity to explain the successes and trials the school community has experienced in relation to school improvement. It also provides an opportunity for the superintendent to offer feedback. Suggested guiding questions a superintendent may want to address are included on the *Observation/Site Visit Form*. Following the site visit, superintendents should provide timely and specific feedback to the principal. Superintendents should conduct at least two observations/site visits with a minimum duration of one hour. The Certified Evaluation Plan will detail this process.

Documentation

Documentation created in the day-to-day running of a school can provide evidence related to specific performance standards. While some documentation is collected by the district and reviewed outside of the effectiveness process, it can also be used as a data source for conferencing about principal growth. Identification of artifacts that support the individual principal growth plan and performance standards should be done as a collaborative effort between the superintendent and principal. The superintendent will identify and use artifacts available through the work cycle. At the same time the principal may have access to additional artifacts that support the identified goals/performance standards and can provide the superintendent with these. During the conferencing process, documentation for the performance standards will be reviewed and additional artifacts that may be needed by the superintendent, those that the principal wants to be considered will be discussed. Documentation is not for a summative rating but for a formative conversation.

Figure 8: *Examples of Documentation*

Standard 1 – Instructional Leadership: Comprehensive School Improvement Plan; instructional walk-through data; vision/mission/core belief statements; leadership/school improvement team/PLCs agendas; professional growth plan; student growth monitoring data; schedules for students in the alternative education program; faculty meeting agendas/minutes; project-specific summaries of a goal; compliance with Standards of Accreditation; program reviews; staff learning plan; school committees, members, and minutes.

Standard 2 – School Climate: Monthly discipline report; Teacher of the Year recommendation; annual report of discipline, crime, and violence; summary of surveys of staff; student recognition; student groups/clubs; student survey form; TELL survey results; VAL-ED survey results.

Standard 3 – Human Resources Management: Staff evaluation schedule including observation schedule; evidence of teachers and staff serving as leaders in the school, school district, and school community; staff evaluations; school celebrations; teacher/staff appreciation; staff recognition program; Corrective Action Plans; mentorship program.

Standard 4 – Organizational Management: Building schedules; administrator responsibility chart; master schedule and course compliance; facility use log; physical plant and grounds management schedule; annual financial audits; uncollected debts; inventory records; Career and Technical Education compliance; Special Education compliance; long-range goals; short-range goals; master schedule; building administrator organizational chart.

Standard 5 – Communication and Community Relations: School council meeting minutes; newsletters; PAC/PTO/PTA agendas/minutes; optional parent/community survey; website link; completion of annual school safety audit; Safe School's committee agendas and minutes of meetings; School Health Advisory Board agendas and minutes of meetings; media communications; presentation to civic/community groups; FRYSC; parent/community volunteer hours.

Standard 6 – Professionalism: Staff development activity agendas; department/grade level meeting documentation; summary of staff surveys; professional conference attendance; professional organization membership; demonstrating/applying professional learning; results of professional learning on school goals.

Conferences

Beginning of the Year

At the beginning of the year the superintendent and principal will meet to collaborate on the student growth plan and the professional growth plan. At this time goals will be agreed upon and actions, supports and resources needed, will be discussed. Principals prepare for this meeting by reviewing their data (surveys, student achievement data, prior feedback, nonacademic data, etc.) and completing the reflective portion of the Student Growth/Professional Growth Template if required by the district or if desired by the principal. Draft goals should be created for superintendent collaboration and feedback. Superintendents prepare by reviewing past evaluations and the school's comprehensive plan and report card, and district initiatives and their impact on the principal and his/her school.

Mid-Year Review

Superintendent and principal will meet again mid-year to review progress on both the Student Growth plan and the Professional Growth plan. The goal is to provide systematic feedback. Using the multiple data sources discussed previously, the superintendent will complete the *Principal Mid-Year Performance Review*, if required or desired, to indicate if a principal has shown evidence of each of the performance standards. This form does not include an actual rating of performance. Plans for the next observation/site visit should be scheduled.

End-of-Year Review

The principal will complete the *Documentation Form*, if required or desired, to submit to the superintendent prior to the End-of-Year review. Additionally, the principal should provide documentation supporting progress made toward both the student growth goal and professional growth goal.

Timeline

Figure 9: *Possible Effectiveness Schedule (should be adapted to CEP expectations)*

| Timeline | Activity | Task or Document | Responsibility of | |
|--------------------------|--|---|-------------------|-----------|
| | | | Superintendent | Principal |
| By August 1 | <ul style="list-style-type: none"> Superintendent reviews expectations of PPGES | <ul style="list-style-type: none"> <i>Fulfills the 30 day requirement for evaluation</i> | ✓ | |
| By September 30th | <ul style="list-style-type: none"> Principals conduct self-reflection on survey results and performance standards Principal and superintendent collaboratively develop PGP Principal and superintendent collaboratively set student growth goal | <ul style="list-style-type: none"> <i>Reflective Practice, Student Growth and Professional Growth Planning Template</i> | ✓ | ✓ |
| | | | ✓ | ✓ |
| | | | ✓ | ✓ |
| By Mid-October | <ul style="list-style-type: none"> Possible location for Val-Ed Survey (can be schedule at any point during the year) | | | ✓ |
| Prior to mid-year review | Superintendents conduct observation/site visit | <ul style="list-style-type: none"> <i>Observation/Site Visit Form</i> | ✓ | |
| By January 30 | Mid-Year Conference with the principal including review of student growth goal, PGP, and documentation | <ul style="list-style-type: none"> <i>Student Academic Growth Goal Setting Form</i> <i>Reflective Practice, Student Growth and Professional Growth Planning Template</i> <i>Documentation Form</i> <i>Principal Mid-Year Performance Review</i> | ✓ | ✓ |
| | | | ✓ | ✓ |
| | | | ✓ | ✓ |
| March | Teachers, principals and superintendents complete TELL KENTUCKY (another possible location for Val-Ed) | | | ✓ |
| By end of school year | Superintendents conduct observation/site visit | <ul style="list-style-type: none"> <i>Observation/Site Visit Form</i> | ✓ | |
| By June 30 | End-of-Year Review of all Principals including review of student growth goal, PGP, and documentation | <ul style="list-style-type: none"> <i>Student Academic Growth Goal Setting Form</i> <i>Reflective Practice and Professional Growth Planning Template</i> <i>Documentation Form</i> <i>Principal Summative Performance Report</i> | ✓ | ✓ |
| | | | ✓ | ✓ |
| | | | ✓ | ✓ |

IMPROVING PROFESSIONAL PERFORMANCE

Supporting principals is essential to the success of schools. Many resources are needed to assist principals in growing professionally. Sometimes additional support is required to help principals develop so that they can meet the performance standards for their school.

One tool that may be used at the discretion of the superintendent is the *Support Dialogue Process*, a district-level discussion between the superintendent and the principal. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth.

Figure 10: Explanation of Support Dialogue

| | Support Dialogue |
|--------------------------|--|
| Purpose | For principals who could benefit from targeted performance improvement OR who would like to systematically focus on his or her own performance growth. |
| Initiates Process | Superintendent or principal |
| Documentation | Form Provided: Optional Memo or other record of the discussion/other forms of documentation at the district level |
| Outcomes | Performance improvement is documented with the support dialogue continued at the discretion of the superintendent or the principal |

Support Dialogue

The *Support Dialogue Process* is initiated by superintendents or principals at any point during the school year for use with personnel whose professional practice would benefit from additional support. This is an optional component designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor performing principals. The option for a *Support Dialogue* is open to any principal who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the principal's growth and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* in Part III. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the superintendent and principal meet again to discuss the impact of the changes. Sample prompts are provided in Figure 11.

Figure 11: Sample Prompts

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What support do you need in order to address your concerns?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well? What has not gone as well? What is the evidence?

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the *Support Dialogue* was initiated by a principal seeking self-improvement, the superintendent and the principal may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

PART II: PERFORMANCE STANDARDS

The performance indicators are provided as samples of activities that address the standard.

The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, principals are not expected to demonstrate each performance indicator.

Clearly defined professional responsibilities for principals constitute the foundation for the Principal Professional Growth and Effectiveness System. Performance standards define the criteria expected when principals perform their major duties. For all principals, there are six performance standards (Figure 1) that guide the performance of the principal. The PPGES provides principals with an assessment of their performance on these standards as measured by Self-Reflection, Professional Growth Plans, Site-Visits, Val-Ed and Working Conditions Growth Goals. Each source of evidence that comprises the effectiveness system is aligned to and anchored by these standards. The standards will also inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative, on-going assessments of the principal's performance.

Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

* Principals should reference the ten assessment competencies identified in Appendix A.

Principal Professional Growth and Effectiveness System

| Ineffective | Developing | Accomplished <i>is the expected level of performance</i> | Exemplary <i>In addition to meeting the requirements for Accomplished</i> |
|--|---|--|--|
| <p>The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p> | <p>The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p> | <p>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p> | <p>The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.</p> |

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

| Ineffective | Developing | Accomplished <i>is the expected level of performance</i> | Exemplary <i>In addition to meeting the requirements for Accomplished</i> |
|--|--|--|--|
| The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders. | The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders. | The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. | The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results. |

Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

| Ineffective | Developing | Accomplished <i>is the expected level of performance</i> | Exemplary <i>In addition to meeting the requirements for Accomplished</i> |
|---|---|--|---|
| The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel. | The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel. | The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel. | The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased |

| | | | |
|--|--|--|-------------------------------------|
| | | | student learning, teacher leaders). |
|--|--|--|-------------------------------------|

Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

| Ineffective | Developing | Accomplished <i>is the expected level of performance</i> | Exemplary <i>In addition to meeting the requirements for Accomplished</i> |
|---|---|--|--|
| The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources. | The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources. | The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and |

Principal Professional Growth and Effectiveness System

| | | | |
|--|--|--|---------------------------------|
| | | | maximizing available resources. |
|--|--|--|---------------------------------|

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

| Ineffective | Developing | Accomplished <i>is the expected level of performance</i> | Exemplary <i>In addition to meeting the requirements for Accomplished</i> |
|---|---|--|---|
| The principal demonstrates inadequate and/or detrimental communication or collaboration with stakeholders. | The principal inconsistently communicates and/or infrequently collaborates with-stakeholders. | The principal fosters the success of all students by communicating and collaborating effectively with stakeholders. | The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication. |

Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

| Ineffective | Developing | Accomplished <i>is the expected level of performance</i> | Exemplary <i>In addition to meeting the requirements for Accomplished</i> |
|--|---|--|--|
| The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession. | The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession. | The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession. | The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or |

Principal Professional Growth and Effectiveness System

| | | | |
|--|--|--|---------------------------------------|
| | | | formal recognition(s) or award(s). |
|--|--|--|---------------------------------------|

PART III: FORMS

INTRODUCTION

Part III contains copies of sample forms and logs that may be used during the supervision of principals (Figure 12). These forms were utilized during the PPGES pilot and have been updated based on system changes from the pilot to implementation. These forms may be utilized as part of Certified Evaluation Plan requirements or may be utilized as supports.

Figure 12: *Forms*

| Form | | Documentation Completed by | |
|---|---|----------------------------|-----------|
| | | Superintendent | Principal |
| Student Growth/ Professional Growth & Reflection | Student Growth Planning/Professional Growth Planning Template and Reflective Practice | ✓ | ✓ |
| Observation/ Site Visit | Observation/Site Visit Form | ✓ | |
| Documentation | Documentation Form | | ✓ |
| Reports | Principal Mid-Year Performance Review | ✓ | |
| | Principal Summative Performance Report | ✓ | |
| Improvement | Support Dialogue Form (<i>optional</i>) | ✓ | |

Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

| | |
|------------------|--|
| Principal | |
| EPSB ID# | |
| School | |
| Level | |

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

| Standard | Self-Assessment | | | | Strengths and areas for growth |
|---|-----------------|---|---|---|--------------------------------|
| 1. Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i> | I | D | A | E | |
| 2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i> | I | D | A | E | |
| 3. Human Resource Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i> | I | D | A | E | |
| 4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i> | I | D | A | E | |
| 5. Communication and Community Relationship <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i> | I | D | A | E | |
| 6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i> | I | D | A | E | |

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

Part B: Student Growth

| | | |
|--|--|---|
| State Student Growth Goal Statement (Based on KBE/NGL Goals viewable in School Report Cards) | Local Student Growth Goal Statement (Based on School Need) | |
| Principal's Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</i> | | |
| Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal? | Resources/Support What resources will I need to complete my plan? What support will I need? | Targeted Completion Date When will I complete each identified strategy/ action? |
| | | |
| | | |
| | | |
| | | |

Part C: Principal's TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

| |
|--|
| |
|--|

Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

| |
|--|
| |
|--|

Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

| |
|--|
| |
|--|

Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An "Accomplished" result is the expected outcome from the goal. To achieve "Exemplary" the goal must be exceeded.

| Ineffective | Developing | Accomplished | Exemplary |
|-------------|------------|--------------|-------------|
| % and below | %-% | %-% | % and above |

| Working Conditions Goal Action Plan | | | |
|---|--|--|---|
| Working Conditions | Strategies/Actions | Resources/Support | Targeted Completion Date |
| What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning? | What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal? | What resources will I need to complete my plan? What support will I need? | When will I complete each identified strategy/action? |
| | | | |

Part D: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Student Growth Goal?

What do I need to learn to meet my Working Conditions Goal?

Other Information on which to Reflect

Survey Results ☐ VAL-ED 360 ☐ Other: _____

| Number of Surveys Distributed | Number of Completed Surveys Returned | Percentage of Completed Surveys Returned |
|-------------------------------|--------------------------------------|--|
| | | |

Questions to Consider:

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

List factors that might have influenced the results.

Other Data ☐ Student Achievement Data ☐ Non-Academic Data ☐ Supervisor Feedback
☐ Other

| Data Selected | Results |
|---------------|---------|
| | |
| | |
| | |

Questions to Consider:

How does the additional data inform your decision about your learning needs?

Part E: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

| | |
|---|--|
| Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practices that will effectively impact student learning? How can I develop a plan of action to address my professional learning? How will I know if I accomplished my objective? | |
|---|--|

| Connection to Standards | | | |
|--|---|--|--|
| The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below. | | | |
| | | | |
| Action Plan | | | |
| Professional Learning | Strategies/Actions | Resources/Support | Targeted Completion Date |
| What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change? | What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal? | What resources will I need to complete my plan? What support will I need? | When will I complete each identified strategy/ action? |
| | | | |

| | |
|-----------------------------|-------|
| Administrator's Signature: | Date: |
| Superintendent's Signature: | Date: |

2) On-going Reflection: Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

| Principal Growth Goals-Review | |
|---|--|
| (Describe goal progress and other relevant data.) | Mid-year review conducted on _____ Initials _____ Principal's Superintendent |

| Date | Status of Growth Goal(s) – SGG, WC, PGP | Revisions/Modifications of Strategies or Action Plans |
|------|---|---|
| | | |
| | | |

| | |
|-----------------------------|-------|
| Administrator's Signature: | Date: |
| Superintendent's Signature: | Date: |

3) Summative Reflection: Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal

| | |
|--|--|
| Date: | End of Year Student Growth Reflection: |
| End-of-Year Data Results (Accomplishments at the end of year.) | |
| | <input type="checkbox"/> Data attached |
| Date: | End of Year TELL KY Working Conditions Growth Reflection: |
| | |
| Date: | End of Year Professional Growth Reflection: |
| | |

| |
|--------------------|
| Next Steps: |
| |

| | |
|------------------------------------|--------------|
| Administrator's Signature: | Date: |
| Superintendent's Signature: | Date: |

Sample Documentation Template – Site Visit

Recommended Practice:

1. When conducting a site visit or preparing to provide feedback to a principal during any phase of the Principal Professional Growth and Effectiveness System, refer to the performance indicators for each principal standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Performance indicators are possible “look fors” only and do not constitute an exhaustive list.
2. Use open ended questions to guide conversation specific to the performance standards. Use follow-up questions as needed to solicit responses that are evidence-based.
3. Request evidence beyond what has already been seen to support each performance standard as needed. Allow principals to submit additional evidence of their effectiveness on performance standards as desired.
4. Provide feedback that is evidence-based, specific to the performance standards, and that will assist the principal in professional growth and overall effectiveness.

Date: ____/____/____

Principal: _____

Evaluator: _____

Purpose of Documentation and Feedback: (check appropriate box):

☐ Site visit ☐ Mid-Year Conference ☐ Other (Specify) _____

Performance Standard 1. Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

Sample Performance Indicators : Examples may include, but are not limited to:

The principal:

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

Suggested Guiding Questions/Prompts:

- *Please describe any innovative and effective leadership strategies that you have used this year.*
- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators : Examples may include, but are not limited to:

The principal:

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Suggested Guiding Questions/Prompts:

- *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.*
- *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived this year to make the school environment more academically rigorous?*

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators : Examples may include, but are not limited to:

The principal:

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Suggested Guiding Questions/Prompts:

- *Please give examples of ways you have helped your teachers and staff to become more effective this year.*
- *Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators : Examples may include, but are not limited to:**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Suggested Guiding Questions/Prompts:

- *Please explain the ways in which you have demonstrated proactive decision-making this year.*
- *Please provide an example of how you have been able to maximize your available resources.*
- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators : Examples may include, but are not limited to:**The principal:**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Suggested Guiding Questions/Prompts:

- *Please describe how you promote the success of all students through communication.*
- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

Sample Performance Indicators : Examples may include, but are not limited to:

The principal:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Suggested Guiding Questions/Prompts:

- *Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Support Dialogue Form *(optional)*

Directions: Principals and superintendents may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Principal's Name: _____

Principal's Signature: _____ Date: _____

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

APPENDIX A – TELL KY & Principal Performance Standards Crosswalk

| TELL Kentucky Categories | Performance Standards |
|-------------------------------------|---|
| Time | Instructional Leadership School Climate |
| Facilities and Resources | Instructional Leadership Organizational Management |
| Professional Development | Instructional Leadership |
| Instructional Practices and Support | Instructional Leadership Human Resources Management |
| Community Support and Involvement | Communication & Community Relations |
| Managing Student Conduct | School Climate |
| Teacher Leadership | Human Resources Management Organizational Management |
| School Leadership | Instructional Leadership Human Resources Management Organizational Management |
| New Teacher Support | Human Resources Management |

APPENDIX B: VAL-ED & Principal Performance Standards Crosswalk

| | Planning | Implementing | Supporting | Advocating | Communicating | Monitoring |
|--|-------------------------------------|-------------------------------------|--|--|-------------------------------------|-------------------------------------|
| High standards for student learning | Instructional Leadership | Instructional Leadership | Instructional Leadership | Instructional Leadership | Communication & Community Relations | Student Growth |
| Rigorous Curriculum | Instructional Leadership | Instructional Leadership | Instructional Leadership | Instructional Leadership | Communication & Community Relations | Student Growth |
| Quality Instruction | Instructional Leadership | Instructional Leadership | Human Relations Management/ Organizational Management | Human Relations Management/ Organizational Management | Communication & Community Relations | Student Growth |
| Culture of Learning & Professional Behavior | School Climate/ Professionalism | School Climate/ Professionalism | School Climate/ Professionalism | Communication & Community Relations | Communication & Community Relations | School Climate/ Professionalism |
| Connections to External Communities | Communication & Community Relations | Communication & Community Relations | Communication & Community Relations | Communication & Community Relations | Communication & Community Relations | Communication & Community Relations |
| Performance Accountability | Human Relations Management | Human Relations Management | Human Relations Management | Human Relations Management | Communication & Community Relations | Student Growth |

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ENDNOTES

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